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ABSTRACT

This handbook describes a strategy to reduce sex barriers in vocational education and aid in recruiting students into nontraditional areas by recruiting women from nontraditional occupations to teach part time in occupational training programs. The teacher recruiting and training process described was derived from experience with a pilot project (Women Instructors in the Trades (WIT) at San Jose City College, California) which successfully recruited forty qualified tradeswomen to enroll in teacher training classes, provided support services to ensure a 90% completion rate, and assisted the women in gaining their vocational teaching credentials and in finding part-time jobs as trade teachers. There are seven sections. Section 1 justifies the need for women in trade education and provides an overview of the pilot project and the strategy. Section 2 explains how to lay the groundwork for setting up teacher training and make arrangements for credentialing, while sections 3 and 4 detail the process for recruiting tradeswomen and a method for training them. Section 5 summarizes results of placing the teacher-tradeswomen; section 6 suggests funding sources for similar projects; and section 7 emphasizes the philosophy behind the program--the impact women teachers in nontraditional areas can have on their students and their significance for vocational education. (KC)

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ROLE MODELS IN THE CLASSROOM:

A HANDBOOK FOR RECRUITING AND TRAINING JOURNEY WOMEN AS TRADE TEACHERS

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SECTION ONE

INTRODUCTION AND OVERVIEW

I. WOMEN IN THE LABOR FORCE...THE MORE THINGS CHANGE...

Anyone who takes a hard look at the statistics on women in the labor force can't help but be impressed by one startling and unmistakable fact: the economic situation for women is not improving, no matter what the media would have us believe. Women continue to be concentrated in a relatively small number of occupations, typically those characterized by low pay and little status. This phenomenon, often referred to as sex segregation, is just as bad today as it was sixty years ago.[1] Crowded into low-paying occupations in the service and clerical sector, women make only 61¢ for every dollar a man earns.[2] This wage gap means that a fully-employed woman must work nine days to earn what a fully-employed man earns in five!

These economic realities for women are even more sobering when put in the context of the changing American family. The idea that women worked to supplement the male income may have once corresponded to the experience of the majority of women, but it certainly no longer applies today. Most women work out of economic need; they are working to support themselves or their families. Women headed one fourth of all American households in 1978[3] and as one might suspect, many of these female-headed families suffered from marginal incomes due to women's restricted earning abilities. At least 20% of all families headed by a working woman had incomes below the poverty line.[4]

II. THE IMPORTANCE OF THE VOCATIONAL CLASSROOM

The reasons for the persistence of such inequalities are complex and range from outright exclusion of women from certain high-paying jobs to women's own internalized barriers to breaking into new occupations. However, of relevance to us as vocational educators is the power we have as teachers and policy-makers to make a difference. Segregation by sex begins early on--in the training process. Changes made there--even small ones, can have a surprisingly far-reaching impact. Remember how important your favorite teacher was in influencing your career choice or in affecting your self-concept and feelings of competence. That's a reality that hasn't altered; education can and does make a difference.

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[1] See Louise Kapp Howe, Pink Collar Workers (New York: G. P. Putnam's Sons, 1977), pp. 14-16.

[2] U. S. Department of Labor, Bureau of Labor Statistics,"Women in the Labor Force: Some New Data Series" Report 575 (1979), p. 7.

[3] U. S. Department of Labor, Women's Bureau, "Facts about Women Heads of Households" December 1979.

[4] U. S. Department of Labor, Ibid, p. 9

Our responsibility as educators is to see that within the educational environment, at least, there exists a sex-fair atmosphere in which everyone has equal opportunity and receives equal encouragement to pursue whatever field they choose. That ideal has yet to be achieved, however. Enrollments in vocational education programs reveal the same skewed percentages according to sex as do the statistics in the 'real' world of work. The figures, according to an analysis of fifteen vocational education programs made in 1978 by the California State Department of Education, are as follows:

PROGRAM TITLE	U.S.O.E. No.	PERCENT OF FEMALES	
		Secondary	Community College
Dental Assistant	(07.0101)	98.2	96.8
Nursing Assistant	(07.0303)	90.7	83.5
Childcare/Guidance	(09.0201)	92.6	88.1
Auto Technicians	(16.0104)	.7	8.9
Electronics Technicians	(16.0108)	5.0	9.3
Auto Mechanics	(17.0302)	5.0	6.8

Vocational educators can take heart from the fact that these figures are actually an improvement over those of the 1960's, but the upward movement has not been dramatic. Women have moved from 8% of overall enrollment in technical programs in 1969 to 11% in 1976; in trade and industrial programs the figures inched upward from 11% (1969) to 12.7% (1976).[5] Obviously, the problem is a serious and persistent one, but it is not unsolvable. The important point is that if we as vocational educators succeed in reducing barriers to equity in our own training programs, we will be making a significant inroad in breaking down sex bias, stereotyping and discrimination in the world beyond the classroom. Furthermore, Title IX (Education Amendment of 1972) regulations require public education agencies (LEA's) to make every reasonable effort to reduce sex bias, etc. in hiring vocational teachers and recruiting nontraditional students, or suffer a reduction or loss of Federal funds. A working percentage of nontraditional hires and recruitments has been commonly set at 20%.

III. RECRUITING WOMEN INTO TRADE TEACHING: A STRATEGY

Many strategies have been devised and implemented on the local level to reduce sex barriers in vocational education and aid in the recruitment and retention of students into nontraditional areas.[6] This handbook describes one such strategy that has proved highly effective--recruiting women from nontraditional occupations to teach part-time in occupational training programs.

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[5] Department of Health, Education & Welfare's Office of Education, Bureau of Occupational & Adult Education, "Comparative Analysis of Vocational Education Enrollment by Sex" (Washington, D.C. Bureau of Occupational & Adult Education, Spring 1977).

[6] See Appendix A for information about projects other than the one under discussion.

The Women Instructors in the Trades (WIT) Project was conceived and funded as a pilot program to increase the number of women teachers in nontraditional areas. It recruited forty qualified tradeswomen to enroll in teacher training classes, provided support services to ensure a 90% completion rate and assisted the women in gaining their vocational teaching credentials and in finding part-time jobs as trade teachers.

In the sections that follow, a process for recruiting women into trade teaching is presented using the WIT Project as an example. Suggestions for modification and improvement of activites are offered; possible funding sources are also presented. This handbook is written as a guide for those interested in implementing similar or related projects. Hopefully, it will not only be a source of information, but a motivator to action.

SECTION TWO

LAYING THE GROUNDWORK

Planning and information gathering is always necessary before initiating any new project. Two preliminary activities were completed prior to actual recruitment.

I. CREDENTIALING PREPARATIONS

Since tradeswomen must be interviewed to determine their eligibility for teaching credentials and advised them on the educational classes that would be required, it is essential to have a detailed understanding of current requirements for California vocational teaching credentials. A Senior Certification Officer, California Community College Section (Ms. Pat Ambrose), was contacted for assistance. She explained the current credential requirements, agreed to evaluate each of the credential application packets from project participants (once they had completed their teacher training) and in general answered numerous questions about credential practices and policy.

Since many of the tradeswomen were interested in obtaining Ryan Designated Subjects credentials (for Secondary and Adult Instruction), the local educational institution issuing these credentials was also contacted. Contacting resource people in the relevant State and local credentialing offices guarantees that the standards used by the project in evaluating recruits and the information given to the public will coincide with official State regulations. In addition, establishing a strong relation with the key office that issues credentials assures that all the women accepted and trained by the project will indeed receive their credentials from the State once their training is complete.

Individual trade areas must be researched, as well, to determine whether specific credential requirements are involved. For example, an instructor in barbering must file with the Barbering Board and pass a written and an oral examination in addition to qualifying under California teaching credential regulations.

II. TEACHER TRAINING ARRANGEMENTS

Information about the various local offerings of education classes that satisfy credential requirements was also gathered during this prerecruitment stage. A decision should be made as to whether existing programs can be utilized or whether alternative arrangements would be desirable.

The WIT Project Director decided to train women through the UC system Vocational Education Training Program. The UC classes were conveniently located, were relatively inexpensive and were highly respected in the local vocational community. Dr. Bob Sartin at UCLA and Ms. Evelyn Mosher in the Vocational Education Office at Berkeley were contacted and provided substantial advice and support.

In sum, any project should gain the support of the credentialing offices which will be involved and the local training program before the actual recruitment begins.

SECTION THREE

RECRUITING AND SELECTING ELIGIBLE TRADESWOMEN

The first step is to recruit eligible tradeswomen to enroll in the vocational education course you have selected. What methods are used to recruit these women? Which ones prove most successful? What, if any, are the barriers to recruitment? The following discussion attempts to answer some of these questions. WIT recruitment activities are reviewed step by step, the results of the recruitment strategy are analyzed and recommendations for future similar activities are put forth.

I. RECRUITMENT ACTIVITIES

1. Research was undertaken to locate similar or related recruiting projects from which successful recruiting techniques could be adopted. (A list of resources consulted is compiled in Appendix B.)

2. A project application and acknowledgement of application was developed and printed. (See Appendix C, Item 1 for sample application.)

3. Recruitment priorities may be established in the following manner: The WIT Project had two predetermined priorities: To recruit a good proportion of women locally (from the immediate county); and to recruit women who could teach in apprenticeship programs, since local apprentice programs had virtually no female instructors. Graphically represented, the original recruitment priorities were in Box A:

A Santa Clara County Apprenticeship	C Bay Area Apprenticeship
B Santa Clara County Vocational Education	D Bay Area Vocational Education

Once the project began, certain other priorities were added. The occupational areas from which women were to be recruited would all be classified as nontraditional, i.e. areas in which 80% or more of the enrollments was male (Box B above).[7]

Secondly, since the Project hoped to eventually place many of the recruits as trainees, it was important to locate recruits who had potential as instructors, i.e. who had the requisite years of experience in their trade and good communication skills; and who were skilled in subject areas with

[7] To determine which areas were nontraditional, information was acquired from Nancy Nazario of the California Occupational Information Coordinating Committee, Ventura County Superintendent of Schools, on male/female enrollments in vocational programs and from the Division of Apprenticeship Standards on enrollments in apprenticeable trades.

good placement potential. With this need in mind, a number of Vocational Deans were contacted and information gathered on areas with exceptionally good placement potential (Box C and D, page 5).

In sum, subject areas in which female enrollment was lowest were targeted as well as areas with good placement potential. Women from Santa Clara County had priority as did women with placement potential in apprenticeship. The prospective recruits were evaluated individually, of course, according to their occupational training, years of experience in their trade or technical area and general teaching potential. Establishing recruitment priorities allowed the WIT Project director to apportion recruitment time more efficiently; it also helped in deciding which recruitment leads to pursue and in the actual selection of recruits.

4. To prevent pursuing recruitment 'dead ends', statistical material was located that noted the number of women graduates from both apprenticeship and general vocational training programs. With the statistical information on hand, certain trade and technical areas could be eliminated as potential recruitment fields simply because no qualified journey women had as yet graduated from these programs. Other trade and technical areas were identified as promising areas for recruitment since a reasonable number of qualified tradeswomen had graduated. Promising areas for apprenticeship were meatcutting & carpentry. In general vocational education, electronics and welding were two nontraditional areas with a comparatively large number of female graduates.

5. A project mailing list was compiled which included:
   a. All community college deans of vocational education in the area (Directory available through Chancellor's Office/California Community Colleges/College Services Unit for Occupational Education).

   b. All vocational administrators at regional occupational programs or centers. (Directory available through State Department of Education, Vocational Education).

   c. All joint apprenticeship and training committees in the area and offices of the Division of Apprenticeship Standards. (Compiled through special arrangement with Don Robinson, Research Department, Division of Apprenticeship Standards, Department of Industrial Relations.)

   d. Minority and women's outreach organizations, community college women's centers, women's bookstores, community centers, coffeehouses, etc. (See Appendix B for further information.)

6. Promotional materials were developed to reach and recruit eligible tradeswomen. (See Appendix C: Items 2,3, and 4 for sample promotional materials and explanation of each item.)

7. Informational mailing was begun. Letters describing the Project and containing selected promotional material were sent to all vocational education and apprenticeship personnel. Press releases and recruitment posters were sent to all minority and women's outreach groups.

8. Ads were developed and placed in appropriate publications. (See Appendix C: Item 5 for sample ad and Appendix D for list of publications used and an analysis of their relative effectiveness.)

9. Before actually starting the detective work of locating women who were journey level (or the equivalent) in trade and technical areas, the project director[8] worked with Don Robinson of the Department of Industrial Relations to compile a list of all women apprentice graduates and the JATC through which they received their training. This list, containing the last name and first initial of each female apprentice graduate, helped considerably in knowing where to direct recruitment calls following up on the letters and press releases that had been sent. For example, once this list was assembled, one knows not only how many journey women exist in a certain trade, but how many exist by county and by individual JATC. It then became a matter of beginning with the local apprenticeship committee, usually talking to the training coordinator. In many instances, one would be referred to the local business agent or the union dispatch office. In most cases, if the actual telephone or address would not be given out, a letter could be sent to the potential recruit through her union.

10. Phone calls and visits were also made to women's outreach counselors, vocational administrators and selected instructors in trade and technical areas for referrals of women who had gone through their training programs. Once the apprenticeable areas had been mined, recruitment was broadened to encompass qualified women in nontraditional vocational areas.

11. Other recruits were contacted through the advertising campaign and additional promotional activities including talks to various organizations with recruitment/placement potential such as the Math/Science Network[9], a presentation to the general membership of the California Apprenticeship Council at their October 1979 meeting, attendance at a number of other CAC meetings and at the October Conference of California Community College Adminstrators of Occupational Education.

II. INTERVIEWING AND SELECTING TEACHER TRAINING CANDIDATES

The recruitment activities did yield results. Over a hundred prospective recruits were contacted or sent inquiries. Fifty women completed and returned applications for project support.

The director interviewed each prospective trainee to determine (1) her eligibility for the credential, (2) financial and support needs from the Project and (3) the educational training she needed to satisfy the credential requirements. During the interview, the director explained (1) the nature

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[8] For district or local recruiting projects, the director will probably be a key vocational administrator, e.g. the dean of vocational education or the director of apprentice programs.

[9] The Math/Science Network is an organization with many members in technical fields that assists women in entering nontraditional areas through encouraging math preparation and many other activities. For further information, contact: Math/Science Resource Center/Mills College/Oakland, California 94613.

of the Project, (2) the credential process, (3) the placement possibilities for the recruit in her subject area, (4) the different teaching environments possible--i.e. special training programs for women, apprenticeship, general vocational education, community college teaching, regional occupational program/center teaching, high school district and adult education programs--and (5) the appeal of classroom teaching. Catalogs describing program offerings and course descriptions were available to demonstrate in more detail what might be required and/or expected in trade teaching. The textbooks used in the teacher training class were also available for perusal.

III. RECRUITMENT RESULTS AND ANALYSIS

By the end of the recruitment period forty women had been offered funding and had accepted. Of the recruits receiving project support, over half were from apprenticeable trades and one fourth were from Santa Clara County or nearby. All were eligible for either the Community College Vocational Credential or the Ryan Designated Subject Credential and all were from subject areas considered nontraditional. The women came from the following trade categories:

Auto Mechanics	4	Machine Technology	4
Cabinet Making	3	Meatcutting	1
Carpentry	6	Painting and Decorating	1
Drafting	1	Plumbing	2
Electrical	4	Printing/Graphics Arts	4
Electronics	2	Solar Technology	1
Industrial Maintenance	1	Welding	6
		Landscape Design	1

In fact, there were substantially more eligible recruits than could be supported financially.

A number of barriers to recruitment did exist, even though the WIT Project successfully overcame them. There was some resistance on the part of the tradeswomen themselves as well as from the JATC's, the group contacted most frequently for referrals. The women contacted by the Project who were eligible for trade teaching, but not interested, gave the following reasons for nonparticipation:

1. Too busy with work and could not teach in addition (6)
2. No longer interested in trade/technical area and looking for an alternative (4)
3. Interested in their work, but not in teaching (3)
4. Distance to commute to class too great (3)
5. Already teaching in the trades and project support unnecessary (2)

6. Not interested in teaching in a public institution, but only in an all-woman program (1)

7. Traveling out of the country (1)

In general, however, it is important to note that many more qualified tradeswomen could have been enrolled in the teacher training program had additional funds been available. On the whole, the women were enthusiastic teaching candidates. Their enthusiasm can be attributed to a number of factors. First of all, women in the trades often hold higher degrees and are not intimidated by the classroom situation. Second, many women in the trades, especially the pioneers who entered nontraditional work in the early seventies, are committed to bringing more women into nontraditional areas and are aware of the importance of women teachers in this recruitment effort. Third, women in the trades, especially those women who are self-employed or have their own small businesses, make considerably less than men and have a great interest in supplementing their incomes. Finally, some women were interested in teaching because of the perception that sexual harassment might be less in the educational environment than in the industrial. Being in a supervisory position can mean that one commands respect from those supervised, regardless of one's sex, especially if the position of authority is legitimized by an educational institution as would be the case for teachers.

Many workers in the trades rule out teaching because of the mistaken impression that many years of teacher training are necessary. Women especially are cut off from the network of vocational teachers through which workers in the trade and technical areas find out about trade teaching as a possible career choice. The vast majority of tradeswomen spoken to had thought of teaching, but saw it almost as an impossible goal; many thought it required a higher degree in education. Obviously, these women were delighted to learn that one could qualify for a credential relatively easily and were thus quite willing to enroll in the training program.

The JATC's, on the other hand, produced very few referrals, in part because very few women have graduated from apprenticeship programs. However, even in the programs in which journey level women did exist, there was a certain amount of defensiveness and negativity toward cooperating with the project's recruitment efforts. The apprenticeship community is suspicious of outside agencies which might challenge their control over their programs--partly because of their past unpleasant experience with Federal regulations and guidelines. Also, there seems to be some misunderstanding on the part of the apprenticeship committees as to the actual requirements for vocational credentials. Two or three times the director was told that it would be impossible to find any qualified women because the credential required a minimum of five years of journey-level experience. The actual requirement is completion of an apprenticeship program and two years of journey-level experience or any combination of education and/or work experience that adds up to six years.

IV. SUGGESTIONS FOR IMPROVEMENT

Future recruitment efforts should concentrate more on personal calls and visits, rather than advertising. A few ads, judiciously chosen to reach the limited audience of journey women in the trades who did not go through either vocational or apprenticeship programs, should be placed. But in general, the best candidates were located through personal referrals and detective work using the lists compiled from the Division of Apprenticeship Standards Office.

More use should be made of women's trade networks in future recruitment efforts. As more and more women come into the trades, they are organizing themselves into support groups and networks.[10] More use could be made of these women's networks in future projects; their existence will make recruitment a less difficult and time-consuming task.

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[10] For example, three Bay Area networks of women in the trades are: (1) Tradeswomen/ c/o Madeline Mixer/Women's Bureau/450 Golden Gate/ San Francisco 94102. (2) Tradeswomen/ c/o Women's Work Information Center/ YWCA/303 Walnut Avenue/ Santa Cruz, CA 95060. (3) Non-traditional Employment for Women/37A 29th Street/San Francisco, CA 94110.

SECTION FOUR

TRAINING AND CREDENTIALING THE TRADE TEACHER

I. THE TEACHER TRAINING CLASS

Coordinating the teacher training program through UC Berkeley Vocational Education Office proved to be a relatively easy matter. Project recruits were preregistered for the classes through Ms. Evelyn Mosher in the Vocational Education Office. The WIT Project was assured that should any problems with over-enrollment arise, additional sections could be opened. After the first class session, a list of all trainees funded through the Project was forwarded to the business office accompanied by a request for the project to be billed for the trainees as a group. The director monitored the teaching, offered instructional assistance to the UC Berkeley instructors and provided advice to recruits concerning the classes and counseling once they were enrolled. Before the classes actually started for the trainees, the director visited on-going classes, became familiar with the course content and class requirements and spoke to the instructors about the project objectives and the classroom training the recruits would receive.

By the time the classes began (with women trainees), the director had written each of the instructors informing them of the project and offering instructional aid. Since the textbook used in the "Techniques of Teaching" class lacked a section on gender equity, the project director reproduced selected gender equity materials and shared them with the instructors and the students. In addition, two guest lecture/presentations were made on "the nontraditional student in the classroom" and "the responsibilities of the vocational educator".

On the whole, very few problems arose in regard to the classroom performance of the teacher trainees. The instructors kept the director informed of the performance of individual students and counseling was provided when needed. In only one case, was it recommended that a student repeat the class because of poor performance. The recruit agreed and did successfully complete her training.

Over all, of the forty tradeswomen who enrolled in the teacher training class, thirty-six completed the program and received their certificates of completion, giving the project a 90% completion rate. Of the four women not receiving their certificates, one decided to gain further experience in her trade before pursuing teaching; a second recruit moved to Florida; and the two remaining recruits are planning to reenroll in the Fall 1980 classes to finish their training.

II. SUPPORT SERVICES FOR THE TRAINEES

The Project provided financial support for the women trainees and additional support services were developed during the course of the project to ensure the 90% retention rate. These support services, coupled with the enthusiasm and determination of the women recruits, were responsible for the high completion rate.

Financial support included full tuition for either the Phase I/II class ($165) or the "Techniques of Teaching" ($75). Recruits were also reimbursed for mileage to and from class (up to $80) for the cost of the textbook ($12 or $13), for credential fees ($20 for the Community College Credential and $30 for the Ryan Designated Subjects Credential), and for child care if needed (up to $150 per recruit). The average cost per recruit was $200 plus child care costs. Only six recruits, roughly 15% of the total, needed child care support, but this support was crucial to their participation and should be included in any future projects.

In order to develop additional support services, a questionnaire was circulated among project recruits. Using the completed questionnaires as a guide, the following support activities were developed:

--A master list of all recruits with names, addresses, phone numbers, trade area and class location was sent out to all trainees to facilitate interaction and group support.

--A series of three dinner/seminar meetings was arranged by the director. These dinner meetings were extremely successful and created a supportive community for project participants; problems were aired and resource people were brought in as needed to supplement the teacher training program and to address issues of concern among the tradeswomen. Examples of resource speakers follow.

Jeff Robinson, Dean of Occupational Education at Laney College, explained his program at Laney and his commitment to bring in qualified women teachers. At the second meeting women who were already teaching in the trades discussed their experiences; the director distributed credential applications and explained the credentialing process.
At the final meeting, Donna Hitchens, attorney at Equal Rights Advocates, presented an overview of women's legal rights and advised recruits on how to deal with discriminatory treatment in the job search process and on the job as an instructor. A number of women currently teaching discussed their experiences and a general discussion on coping with sexual harassment and discrimination followed, led by Ruth Milkman, Instructor, UC Berkeley and founding member of Women Organized Against Sexual Harassment. The director concluded the meeting with a presentation on how to go about finding a job teaching in the trades.

Once the recruits completed their educational program, the project assisted each recruit in obtaining her teaching credential. Those women who had college degrees and who had completed the Phase I/II class (17 recruits) became eligible for the Community College Instructor Credential. The remaining recruits became eligible for the Limited Service Credential. All credential material was sent first to the director for review and was then forwarded to the Credentials Office in Sacramento (where the applications were evaluated by Patricia Ambrose, as had been arranged previously). As of July 1980, sixteen recruits have completed credential applications and had them approved. A number of other applications are in process.

III. SUGGESTIONS FOR IMPROVEMENT

1. In general, more time was needed to work with the recruits individually to ensure not only the completion of the teacher training program, but to make the training experience as beneficial as possible. First of all, some method of preevaluating instructors in the teacher training program should have occurred so that recruits could have been advised as to the strengths and weaknesses of the various instructors. Also, at least two women recruits should be enrolled in each class. Those women who were the only tradeswomen in the class did find the training experience more difficult and less enjoyable. One class with fifteen project recruits enrolled had a 100% completion rate. Clearly, group support aided retention and benefited the individual recruit.

2. After the class is underway, another interview with each recruit should be scheduled to determine support needs. The recruit has a much better sense of her needs after attending a few class sessions. The questionnaire sent to all recruits to determine support needs did help in project planning but personal contact would be even more valuable in planning support activities.

For example, only at the final group meeting did it become evident in the course of conversation that a number of women would have benefited from being referred to additional classes in their trade and technical areas. Many of the welders, for instance, had the years of experience and education for the credential but would have felt more competent as beginning trade teachers had they also completed an additional class in metallurgy. This type of information on trade and technical classes should be made available to the recruits fairly early so that the classes could be taken in conjunction with the teacher training class or shortly thereafter.

3. The support/seminar meetings organized by the director should definitely be continued because these meetings were the only chance for the entire group to meet. However, smaller support groups could be encouraged to meet, perhaps organized by the women themselves along geographical or trade lines.

4. It should be noted that much more time was required for credentialing than had been anticipated. Recruits needed individual counseling in completing the credential application packet. Adequate time should be scheduled for this service because having the credential in hand is a definite advantage in seeking vocational teaching employment.

SECTION FIVE

PLACEMENT: THE TRADE CONNECTION

I. SUMMARY OF ACTIVITIES

Though the WIT Project did not specify a placement objective in numbers, it was committed to developing a placement process through the Project and to assisting the tradeswomen in every way possible in finding teaching positions.

Placement was approached from two angles: encouraging the tradeswomen themselves to seek employment and working closely with LEA vocational personnel to keep track of openings and to encourage consideration of Project trainees for these openings. In aiding recruits, a list of secondary and post-secondary educational institutions with trade and apprentice offerings was compiled and distributed. A contact person familiar with the Project, usually the Dean of Vocational Education, was noted for each educational institution when possible.[11] After this initial mailing, the director conducted a workshop for interested trainees on how to go about looking for teaching jobs in the trades. Recruits were counseled individually about local job prospects and all recruits were encouraged to participate in two affirmative action registries.[12] Finally, some thirty job announcements in appropriate vocational subject areas were received from personnel offices and individual administrators and passed on to qualified tradeswomen. Those women who were placed were then provided with assistance in paperwork connected with LEA employment and support counseling in their transition from the industrial to the educational environment.

The other half of the connection, the vocational administrators, were contacted quite early in the course of the Project. Initial promotional material was mailed in July 1979; in October 1979 the first placement circular giving information about individual trainees was mailed. Letters were also sent to each personnel office asking that the project be put on their mailing list. Followup calls were made to administrators and personnel offices. The final placement brochure, describing the Project and the Project trainees, was mailed in May 1980 to educational administrators and apprenticeship committees. Approximately three hundred and fifty brochures were mailed.

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[11] In compiling this list, the project director used the lists of vocational personnel available from the Chancellor's Office and from the CA State Department of Education, the Bay Area Community College Career Guide (available from San Mateo County Office of Education/Curricular/Pupil Personnel Services Program/333 Main Street/Redwood City, CA 94063) and an inventory of apprenticeship programs.

[12] The California Post Secondary Education Commission Registry/c/o Murray Haberman/1020 12th Street/Sacramento, CA 95822 and the S.E.A.R.C.H.(Statewide Employment Applicant Research and Clearing House) Project/ c/o Nilo Sarmiento/P.O. Box 714; Los Altos Hills, CA 94022.

To promote the project and the project recruits adequately, the director made visits to selected program coordinators. Personal contact was established through attendance at California Apprenticeship Council meetings and the October 1979 meeting of the California Community College Administrators of Occupational Education. In response to this activity, the Project received numerous announcements of job openings from all over the Bay Area. These announcements were screened and individual tradeswomen referred to appropriate positions.

II. PLACEMENT RESULTS

As of July 1980, ten of the forty Project trainees have taught or are currently teaching in the trades. Some found their jobs on their own and others were referred directly by the Project. All were teaching part-time and continuing to work in their trade or technical area. Seven of the ten taught in community colleges in the Bay Area. The locations and trade areas were:

1 in welding at East Bay Skills Center and Chabot College

1 in auto technology at the College of Alameda

1 in the carpentry apprenticeship program at San Jose City College

1 in machine technology at San Jose City College

1 in construction technology program at Cabrillo College

1 in an industrial maintenance program at John O'Connell (San Francisco Community College)

1 in woodworking at Merritt College

Three other recruits were teaching in alternative settings: two were teaching carpentry in a women's school in Oakland and another was teaching printing in a women's training program in San Francisco. Four other recruits were offered employment, but declined. Three of the recruits were pregnant and decided to postpone teaching for a short while; the fourth woman was only interested in full-time employment in her local community. A number of other women have employment prospects for the Fall of 1980, but final decisions have yet to be made.[13]

III. BARRIERS TO PLACEMENT

One problem in particular was locating part-time vocational job openings. Full-time vocational positions are advertised routinely through personnel offices and the Project did manage to be placed on a number of mailing lists, but hiring for part-time positions is often a more informal procedure.

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13 In Fall 1980, the director will contact each trainee to update placement data. If significant new data emerges from this followup effort, an addendum to the Project booklet will be circulated.

The reluctance on the part of some administrators to request referrals of women instructors was due, it appears, to a fear that the women were not qualified (because they often did not have as many years of experience as the average male applicant). The director sought to overcome this resistance by stressing that even though these women have had fewer years of experience than the average male candidate, they had other superior qualities that truly put them in a competitive position. 1. Many of the trainees were the first women in their trades and were exceptionally talented and strong individuals. 2. These women were enthusiastic and dedicated to teaching in their trade. 3. It was also argued that number of years of experience should not be the prime criteria for screening instructors; other factors should be weighed as well, especially since women have been the victims of past discrimination.

Even with these barriers to placement operating, it is our prediction that almost all of the women trainees will ultimately be teaching in the vocational classroom. The tradeswomen as a group were enthusiastic about trade teaching and committed to finding employment, and it is believed that they have a certain competitive edge since their teacher training and credentialing are completed. Also, vocational personnel, with only a few exceptions, did seem genuinely sympathetic and interested in considering women as instructors in their trade and technical programs.

IV. SUGGESTIONS FOR IMPROVEMENT

Individual tradeswomen needed more job counseling. A third counseling session should be scheduled with each recruit after the completion of the teacher training class. The recruit should be advised as to local employing institutions in her area that might be contacted, how to go about setting up an interview and how to handle the actual interview situation itself. Employment papers from the nearest community college could be obtained by the director and the recruit assisted in completing them. After this process is accomplished once with the aid of the Project, the recruit could then pursue further placement leads independently.

In keeping tabs on part-time openings, similar area-wide projects could begin to develop and institutionalize a network of women teaching in the trades and of women interested in teaching. As more and more are placed, this network would be an immense aid in keeping up with part-time openings.

Lastly, many recruits voiced interest in teaching in all-women training programs. More attention should be given to developing placement contacts in this area. For example, the director could locate preapprenticeship and other special training programs for women by contacting CETA prime sponsors, EDD offices, Job Corps, and other agencies through which these programs are often sponsored.

SECTION SIX

FUNDING YOUR OWN

In planning a program a crucial issue to be addressed is the financial resources needed to support such an effort. A major purpose of the Vocational Education Act (PL 94-482) is to assist states in developing programs to overcome sex stereotyping and bias in vocational education programs and, thereby, furnish equal education opportunities to persons of both sexes.

Funds are specifically available under Subpart 3--Program Improvement and Supportive Services--which represents 20 percent of federal funds to states. Under Subpart 2--Basic Grants, states may use funds to provide support services to women entering vocational fields which have traditionally been male dominated. Among the services which might be provided are counseling, job development, job follow-through support and increasing the number of women instructors in nontraditional fields. Section 104.603 is directly targeted at funding programs similar to the training model discussed in this handbook.

> s/s 104.603 "In funding programs and activities of support services for women, funds may be used to increase the number of women instructors involved in the training of individuals in programs which have traditionally enrolled mostly males, so as to provide supportive examples for these women who are preparing for jobs in these nontraditional areas of employment."

Funding priorities for Subpart 3--Program Improvement and Supportive Services include:

--LEA's must expend Federal funds for activities to overcome sex bias, discrimination and stereotyping in vocational education. (In 1980-81 LEA's may be required to use at least 50% of their allocated monies for these sex equity activities.)

--LEA's may expend Federal funds for vocational education personnel training.

Programs related to sex stereotyping may be funded in any of the three basic categories of program improvement services: research, exemplary and innovative programs and curriculum development. The activities and processes developed and described in the foregoing discussion of training tradeswomen for trade teaching are clearly permissible expenditures of vocational education funds in the categories described above.

In preparing a grant proposal, the following sample budget may be helpful.

Cost Per Recruit

1.	Tuition for either:	
	a. Techniques of Teaching	$ 75
	or	
	b. Phase I/II	165
2.	Travel to and from class	50
3.	Textbook for either:	
	a. Techniques of Teaching	3
	or	
	b. Phase I/II	12
4.	Credential Fees (average)	25
5.	Child Care (if needed)	150

Without child care, costs per recruit for those enrolled in the Techniques of Teaching class (to qualify for the Limited Service Credential) were $153; the Phase I/II class (leading to Instructor Credential) were $252. Approximately 20% of the recruits needed child care.

Additional costs might include salary for a part-time "project" director and a part-time clerical assistant (if possible), sufficient travel funds for the director to interview recruits and promote the project, adequate monies for a limited advertising campaign, printing of promotional material, and office supplies. Obviously, if the project is limited to a small geographical area, travel and promotional costs will be minimal. Adequate time, however, should be allotted for recruitment and placement counseling no matter what the geographical area. To ensure this, future projects might consider increasing the number of hours the director will be working in the beginning months of the project and in the final few months.

SECTION SEVEN

BUT WILL IT MAKE A DIFFERENCE?

So it's possible, you say, to fund and implement a successful project of this nature, but what difference will it make? What impact did the project really have?

I. IMPACT ON THE TRAINEES

The most obvious effect of the Project was on the trainees themselves. The Project boosted interest in trade teaching enormously. The forty women selected for full project support were exposed to trade teaching through the training class course material, through the practice teaching in the program, through talking with vocational administrators and other women who were teaching currently in the trades. For many, this exposure made a crucial difference in their decision to pursue teaching as a career. As one woman said, "I had not given teaching serious thought until I received information about the Project. The Project increased my confidence and helped me gain the skills needed to be successful."

Secondly, the fact that thirty-six of the forty women completed their training and became eligible for their vocational teaching credentials means that their chances of finding teaching positions are increased. Thirdly, having completed teacher training BEFORE ever entering the classroom helps insure that these pioneer trade teachers will be successful in the classroom; that they will be the competent and confident role models that are needed. Interestingly enough, few of the women who entered trade teaching during the course of the Project reported problems with their students; the majority of problems were with colleagues and supervisors. In other words, the women were ready for the classroom, but the educational environment was not fully prepared for female trade teachers. The support of administrative staff is crucial. "Administrators can make or break you," explained one female trade teacher.

II. INFORMATIONAL AND EDUCATIONAL VALUE

The Project had a significant and unforeseen impact in the way of general educational and informational services. Over the sixteen months' duration of the Project, more than one hundred and sixty women from all over the United States received information about trade teaching and credentialing. Many of these women were unable to qualify for project support due to the Project's limited geographical and financial scope, but after contact with the Project, many decided to pursue trade teaching on their own. Indirectly, the Project has reached numerous other women and has generated interest in trade teaching that will be received by an ever widening circle of women.

III. SIGNIFICANCE FOR VOCATIONAL EDUCATION

When the Project began there was confidence that having women teaching in the trades would have a significant impact on the experience of women and men in the classroom and in the larger educational community. Contact with numerous tradeswomen and vocational personnel has reinforced that notion. One educator has written:

> Perhaps the strongest influence in the learning process occurs by virtue of available role models. Career choices and perceptions about appropriate behavior are often the result of exposure; that is, experiencing other people who are respected and are making similar choices.[14]

The tradeswomen contacted agreed. Many of the tradeswomen were motivated to teach because they realized how difficult the training process can be for the isolated woman. Often the women would mention specifically what a difference having a female role model during their training would have made. If asked at what point in their work or in what situation did they experience the most difficulties, the answer would invariably be, "...in the training setting." Hostile coworkers can be ignored, even hostile supervisors can be endured, but an uncooperative and negative instructor can effectively block a woman's performance in the trades.

Bringing women into the classroom can have the following concrete effects:

--Will aid in building self-confidence among women students as they are exposed daily to a successful and respected woman performing in a nontraditional capacity.

--Will provide a daily antidote to the cultural myths about women's lack of ability in trade and technical areas.

--Will aid in the recruiting of women into nontraditional areas. Having a woman instructor is evidence that women are allowed and even welcome in certain areas once considered taboo.

--Will affect the attitudes of male students in a positive way. Men and boys who have been taught by a woman will be more likely to accept a woman coworker as a legitimate and equal partner.

--Women instructors will also have a positive impact on their male colleagues who, in turn, will interact in an improved fashion with their female students.

--Many women might find it easier to approach a female instructor with problems or to ask advice. This greater counseling accessibility for the female students will again aid in retention and improve the quality of learning.

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[14] Donna Hitchens and Ann Thomas, Eliminating Sex Bias in Vocational Education: A Handbook for Administrative Personnel, San Francisco, 1979.

--Will ultimately benefit the woman at the job site and her employer. Good training means improved performance on the job, improved productivity for the employer and increased respect for the woman worker from her coworkers and from her boss.

For too long it has been only the exceptional woman who could succeed in a nontraditional area. This situation is changing, however, and the presence of women in official capacities can accelerate this change and smooth the way for the entry of women into the trades in significant numbers. Having women instructors validates all women's right and ability to do trade and technical work and brings them that much closer to creating a genuinely sex-fair atmosphere in the classroom. That was the intent of this Project and there was definite movement toward this goal.

APPENDIX A. EXAMPLES OF RESOURCES CONTACTED FOR BACKGROUND AND GENERAL INFORMATION

1. Advocates for Women, "The California Study on Women in Nontraditional Employment." Available from Karl Jainsch, Employment and Training Consultant, California Employment and Training Office Advisory Office, 800 Capitol Mall, Sacramento, CA 95814.

2. Bowers, Ellen, "Project to Survey Recruitment Strategies on Women in Nontraditional Areas." Information available from the National Center for Research in Vocational Education, 1960 Kenney Road, Columbus, Ohio.

3. California Commission on the Status of Women, "Bibliographies," available from the Commission, 926 J Street, Room 1506, Sacramento, CA)

4. Carvell Education Management Planning, Inc. "A Project to Develop Strategies to Recruit and Retain Students in Nontraditional Programs and Assure Program Completion and Job Placement." Information available from Carvell, Inc., P.O. Box 531, Los Altos, CA 94022 or June 1980 manual containing ideas and strategies for recruitment. Retention and placement of nontraditional students will be available June 1980 through the Chancellor's Office 1238 "S" Street, Sacramento, CA 95814.

5. Dopkins, Doris, ed. Strategies for Equality: Vocational Education, (1979). Available from the Training Institute for Sex Desegregation, Division of Continuing Education, Federation Hall, Douglass College, New Brunswick, N. J. 98903.

6. Division of Apprenticeship Standards, California Department of Industrial Relations, "The Apprenticeship Information Guides." Available at your local Division of Apprenticeship Standards Office.

7. Employment Data and Research Division, "Women at Work in California." Available from Employment Development Department/7076 Franklin Blvd., Suite 1100/Sacramento, CA 95823

8. Foxley, Cecelia H., Locating, Recruiting and Employing Women: An Equal Opportunity Approach, Garrett Park, Maryland: Garrett Press, 1976

9. Hitchens, Donna & Thomas, Ann, Eliminating Sex Bias in Vocational Education: A Handbook for Administrative Personnel, San Francisco, 1979. Equal Rights Advocates/433 Turk Street/San Francisco, CA 94102 for availability.

10. Kane, Roslyn D., Preparing Women to Teach Nontraditional Vocational Education." Available from the National Center for Research in Vocational Education, 1960 Kenney Road, Columbus, Ohio 43210.

11. McCune, Shirley, Matthews, Marta & Kauser, Joyce, Sex Equity in Vocational Education: An Instructor's Guide. Available from National Foundation for Improvement of Education/1201 Sixteenth Street, N.W./ Washington, D.C. 20036

12. _____, Steps Toward Sex Equity in Vocational Education: An Inservice Training Design, 1978. Available from Supt. of Documents, U.S. Government Printing Office, Washington, D.C. 20402. #017-080-01864-1.

13. Nazario, Nancy & Van Zant, John, "Moving Toward Sex Equity in Vocational Education." Available from California Occupational Information Coordinating Committee/Ventura County Superintendent of Schools/ 535 East Main Street/Ventura, CA 93009.

14. Schoenborn, Barbara & O'Neil, Mary L., "Sex Equality in Vocational Education: A Chance for Educators to Expand." Available from WEECN/1855 Folsom Street/San Francisco 94103.

15. Steiger, Fink & Kosecoff, "Fostering Sex Fairness in Vocational Education" (1979). Available from the Vocational Education Unit/ California State Department of Education/721 Capitol Mall/Sacramento 95814.

16. U. S. Department of Labor, "Women in Traditionally Male Jobs: Experiences of Ten Public Utility Companies," R & D Monograph 65 (1978). Available from U.S. Department of Labor, Inquiries Unit/Room 10225/ Patrick Henry Building/601 "D" Street NW/Washington 20213.

17. Vaughan, Glenn, "Santa Clara County Program Identification and Reporting System." Available by special arrangement from Center for Educational Planning/Office of Santa Clara County Superintendent of Schools/100 Skyport Drive/San Jose 95110.

18. _____, "Summary of Completions for Occupational Education in Santa Clara County." For availability, see above.

19. Vocational Education Group, Techniques of Teaching: A Syllabus for Part-time Vocational Education Teachers," Los Angeles, 1978.

20. _____,"The Instructional Processes in Vocational Education Reference & Workbook," Los Angeles, 1978.

21. _____, "Principles and Practices of Vocational Education, Reference & Workbook for Vocational Education," Los Angeles, 1978.

22. WOW, "Women Offenders in Nontraditional Work." Available from WOW Publications/1649 "K" Street N.W./Washington.

APPENDIX B. EXAMPLES OF RESOURCES USED IN COMPILING THE RECRUITMENT AND MAILING LISTS

1. Directory, by college, of personnel designated as Dean or Director of Occupational Education

   Chancellor's Office
   California Community Colleges
   College Services Unit (Occupational Education)
   1238 "S" Street
   Sacramento, CA 95814

2. Directory, by county, district and ROP of personnel designated as Coordinator or Director of Vocational Education

   State Department of Education
   Vocational Education
   721 Capitol Mall
   Sacramento, CA 95814
   (916) 322-2330

3. Directory of Accredited Private Trade and Technical Schools

   National Association of Trade and Technical Schools
   2021 "L" Street, N.W.
   Washington, D.C. 20036
   (202) 296-8892

4. Directory of Organizations Promoting Equal Employment Opportunities for Minorities and Women

   California Division of Apprenticeship Standards
   455 Golden Gate Avenue
   San Francisco, CA 94102
   (415) 557-2950
   (Available by areas--as defined by the DAS)

5. Directory of Women's Organizations

   Sacramento Community Commission for Women
   P. O. Box 60011
   Sacramento, CA 95860

6. Joint Apprenticeship and Training Committees' Mailing List
   (by special arrangement with Don Robinson, Research Department)

   Division of Apprenticeship Standards
   Department of Industrial Relations

7. "Looking for Women?" A resource directory for the employer. Includes the greater San Francisco Bay Area, Los Angeles, San Diego and Fresno, 1976, 32 pages.

   Advocates for Women
   256 Sutter Street
   San Francisco, CA 94108

8. "Meeting Women's Needs in San Diego," September 1975, 38 pages.

   Comprehensive Educational Services, Inc.
   1947 Fern Street, Suite 4
   San Diego, CA 92102

9. "People's Yellow Pages of the San Francisco Bay Area," $3.50

   P. O. Box 31291
   San Francisco, CA 94131

10. "Resource List for California and Bibliographies"

    California Commission on the Status of Women
    926 "J" Street, Room 1003
    Sacramento, CA 95814

    (Has list of county CSW, CETA Prime Sponsors, outreach organizations and other training programs.)

11. "San Francisco--East Bay Women's Yellow Pages," 1979-80

    c/o Berkeley Women's Center
    2112 Channing Way
    Berkeley, CA 94704

12. "Report on Women in Nontraditional Areas in Santa Clara County"

    Santa Clara County Commission on the Status of Women
    70 West Hedding Street-East Wing
    San Jose, CA 95110

13. "Trade Union Organizations Affiliated with the AFL-CIO"

    available from the local central labor council

14. "Women in California: A Guide to Organizations and Resources," Diana de Noyelles and Jean Dickson Smith

    Center for California Public Affairs
    P. O. Box 30
    Claremont, CA 91711
    (714) 624-5212

15. "Women's Directory." 1976-77, Los Angeles County
An annotated guide to women's action and service organizations and other community resources of special concern to women. Prepared by the Women's Rights Project, American Civil Liberties Union, Southern California. Published by the Los Angeles County Commission on the Status of Women.

The ACLU Women's Rights Project
633 South Shatto Place
Los Angeles, CA 90017

APPENDIX C. SAMPLES OF PROJECT MATERIALS

ITEM 1: Application sample

ITEM 2: Recruitment poster/flyer

This item, printed on a fairly heavy colored paper, was the primary item used in recruiting tradeswomen. The copy emphasizes the fact that the project offers assistance to tradeswomen and that part-time teaching does pay fairly well. The flyer also lists the minimum requirements so that some self-selection will occur, saving the project time in interviewing potential applicants; but the minimum requirements were used so that hopefully many tradeswomen would be encouraged to apply and no potential recruit would be lost.

ITEM 3: Press Release used in recruiting among women's outreach groups and other primarily nontrade organizations

The press release explained the project simply and asked for the assistance of the organization in locating blue-collar women. The minimum requirements for the Community College Credential were included to assist in identifying potential recruits. The press release was accompanied by a flyer about the project suitable for posting.

ITEM 4: Press Release used in recruiting among apprenticeship committees and other trade organizations

This item, accompanied by a personal letter to the JATC's, proved to be the best means of communication (excluding, of course, personal contact by phone or visit). The copy gave the basic information about the project in a simple straightforward fashion and asked their help in recruiting women from their particular trade or technical area. The copy also pointed out that the project was recruiting only women with the necessary qualifications--a point mentioned consciously because so many trade-related contacts had voiced the concern that underqualified women would be recruited.

ITEM 5: Sample ad

ITEM 1

Action taken:

Applicant Response:

APPLICATION FOR PROJECT SUPPORT
WOMEN INSTRUCTORS IN THE TRADES

NAME_____

ADDRESS:_____

PHONE NO: Business_____ Home_____

TRADE AREA:_____

Detailed Work Experience in Trade/Technical Area:

	Employer	Description of Work	Dates Employed Full time or part time Note number of hours if part-time
1.	_____	_____	_____
		_____	_____
		_____	
		_____	
2.	_____	_____	_____
		_____	_____
		_____	_____
		_____	
3.	_____	_____	_____
		_____	_____
		_____	
		_____	
4.	_____	_____	_____
		_____	_____
		_____	
		_____	

Total years of Work Experience in Trade/Technical Area_____

EDUCATION:

NAME OF SCHOOL	MAJOR/MINOR AREA	ATTENDANCE DATES
High School _____	_____	_____
	Degree or Number of Units _____	
College: _____	_____	_____
	Degree or Number of Units _____	
_____	_____	_____
	Degree or Number of Units _____	
_____	_____	_____
	Degree or Number of Units _____	

NUMBER OF YEARS (OR UNITS) RELATED TO TRADE AREA _____

TEACHING EXPERIENCE:

RELATED CREDENTIALS, LICENSES, INDENTURESHIPS:

Why do you think you would make a good instructor?

Any additional comments:

Support desired from project:

Yes	No		
___	___	Teacher Training Course Tuition	
___	___	Textbooks	
___	___	Credential Fee	
___	___	Child Care	Number of children_____
___	___	Placement Assistance	Age _____
			Estimated Amount_____

Project Offers Assistance to Tradeswomen Interested in Teaching

RECRUITMENT IS NOW IN PROCESS FOR WOMEN WHO WOULD BE INTERESTED IN TEACHING IN THEIR TRADE OR INDUSTRIAL AREA.

INSTRUCTOR SALARY: $15.00 to $19.00 per hour.

HOURS: Part-time or full-time; day or evening.

LOCATION: Bay Area Community College or Secondary Vocational Education Programs.

REQUIREMENTS:

1. High School graduate and 5-6 years work experience*.
   or
2. Two years college and 3-4 years work experience.
   or
3. Four years college and 2-3 years work experience.

* Each year of apprentice training counts as a year of work experience.

Women Instructors in the Trades Project has been funded to assist tradeswomen in obtaining their California teaching credentials and to aid them in finding employment as instructors in Community College and Secondary Vocational Education programs. Women accepted into the program will be provided with guaranteed enrollment in a one-semester teacher training course(offered in Berkeley and San Jose;fall and spring), payment of tuition and other fees, instructional supplies, child care, and placement assistance.

For application forms and further information contact:

Sue Cobble, Project Director
Women Instructors in the Trades
San Jose City College
2100 Moorpark Avenue
San Jose, California 95128

(408) 298-2181 ext. 415, daytime
(408) 298-2190, evenings

San Jose, California 9512
(408) 298-2181 -xi-

ITEM 3

SAN JOSE CITY COLLEGE

Board of Trustees
Charles R. Blackmore
Robert M. Giuli
John E. Marlow, M.D.
Esther S. Ono
Yancy L. Williams

Dr. Theodore I. Murgula
President

Otto Roemmich
District Superintendent

PRESS RELEASE

MAY 1, 1979

PROJECT OFFERS ASSISTANCE TO TRADESWOMEN INTERESTED IN TEACHING

San Jose City College has received a special project grant to recruit, train, and assist women in becoming vocational education instructors in the trade and industrial areas. Having female instructors in industrial education classes should improve the training experience for women enrolled in these programs and ultimately aid in the retention and recruitment of women students into non-traditional areas.

The year and a half project seeks to locate tradeswomen who have at least three years of work experience in their trade area and a strong educational background. Women accepted into the program will receive assistance in becoming credentialed California Vocational Education Instructors; including guaranteed enrollment in a teacher training program, payment of tuition and other fees, educational supplies, childcare, and placement assistance.

Your help is needed in publicizing the availability of this resource among blue-collar women and among organizations that would have contact with women in this area. The project welcomes recommendations of individual women to be contacted as well as other comments and response. For more information or for application forms please call Sue Cobble, Project Director, at (408) 298-2181, ext. 415, daytime, or (408) 298-2190, evenings. The project address is Sue Cobble, San Jose City College, 2100 Moorpark Avenue, San Jose, California, 95128.

"Title VI of the Civil Rights Act states: 'No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.' Therefore VEA programs must be operated in compliance with this law."

2100 Moorpark Avenue
San Jose, California 95128
(408) 298-2181 -xii-
ITEM 4

SAN JOSE CITY COLLEGE

Dr. Theodore I. Murguia
President

San Jose Community College District
Board of Trustees
Charles R. Blackmore
Dr. John E. Marlow
Esther S. Ono
Yancy L. Williams
Otto Roemmich
District Superintendent

PRESS RELEASE

APRIL 1, 1979

WOMEN INSTRUCTORS IN THE TRADES PROJECT

San Jose City College has recently received approval for a special project to create a pool of qualified female vocational education instructors who would be available to teach in the trade and industrial areas. The year and a half project seeks to locate tradeswomen with the necessary work experience and education and assist them in becoming credentialed California instructors.

The Women Instructors in the Trades Project will provide the women selected with guaranteed enrollment in a teacher training program, payment of tuition and other fees, educational supplies, child care, and placement assistance.

Your help is solicited in making this opportunity known to women in your trade or technical area. The project welcomes recommendations of individual women to be contacted as well as other comments and responses. Please contact:

Sue Cobble, Project Director
Women Instructors in the Trades
San Jose City College
2100 Moorpark Avenue
San Jose CA 95128

(408) 298-2181 ext. 415 (8-5)
(408) 298-2190 (evenings)

SINCE 1974

PLEXUS

IN THE BAY AREA
45¢
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ELSEWHERE

JULY 1979 VOL 5 #5

6180

ITEM 5 -xiii-

an estimated 10,000 by the Moslem religion and cul-

Continued back page

...t'l March Moves

...tober 14 National March ...ington for Lesbian and ...ts is an idea whose time ... National support for the ...s grown since the Phila- Conference (see March ...xus), and marchers are ... to come from all across ...y.

...rime purpose of the ...o make a powerful public ... of support for gay ...nita Bryant and many ...okespeople declare that ...als are a tiny group of ...ng to impose their will ...enseless majority. The ...tended to show that gay ...prise a large part of the population and have the support of many heterosexuals.

As support for the march builds, it is hoped that heterosexuals will be educated and the myths surrounding lesbians and gay men will be dispelled. This educational function is the second purpose for organizing.

The march provides a focal point for communication between local organizations nation-wide, and therefore information is also shared on local issues as well. One goal of the march is to dramatize these local issues, and to point out that similar incidents of harassment and abuse exist all around the country.

Friendly.

"I felt complete and total hospitality at all times. I was very surprised, but it's part of their culture; no matter how you feel, you give a foreigner complete hospitality."

"I stayed in the background. My Afghani counterpart was more forward, as she should be. ... They are the motivators, and we were there as organizers."

Contrary to Western concepts of liberation, Karet emphasized that "sometimes one of the things women really want is better training in homemaking. They want to be more efficient, to see improvements in their everyday tasks. Their immediate concerns are the backbreaking work, family health, and survival, not higher education."

CARE is stressing the development of women in its programs in over 30 countries worldwide. According to Linda Porto, public information representative for

the level of development in a

photo courtesy CARE

Tradeswomen to Teach

Recruitment is currently in progress for women interested in becoming credentialed to teach in their respective trade area. Instructor salaries are $15-19 per hour.

Requirements for the credential are any of the following: (1) high school graduate and 5-6 years of work experience (each year of apprentice training counts as a year of work experience); (2) 2 years of college and 3-4 years of work experience; (3) 4 years of college and 2-3 years of work experience.

Women accepted into the program will have a guaranteed enrollment and a one-semester teacher training program (offered in Berkeley and San Jose, fall and spring), payment of tuition and other fees, instructional supplies, childcare, and placement assistance.

For application forms and for other information, contact Sue Cobble, Project Director, (408) 298-2181, x415, San Jose City College, 2100 Moorpark Ave., San Jose, California 95128.

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APPENDIX D. LIST OF PUBLICATIONS IN WHICH ADS APPEARED, DATES AND AN ANALYSIS OF THE RELATIVE EFFECTIVENESS OF EACH ADVERTISEMENT

1. California Network on Sex Equity in Vocational Education Newsletter
   309 Santa Monica Blvd. #206
   Santa Monica, CA 90401

   Ad appeared in the April-May 1979 Newsletter. The ad initiated many calls from vocational education administrators who were interested in duplicating the project. Their names were retained and the final project bulletin/booklet will be sent to those who requested it; however, the ad did not generate any prospective recruits. Would not advertise in this source again.

2. Working Women News
   P. O. Box 7038
   Santa Rosa, CA 95401

   Ad appeared in the July 1979 Newsletter. This ad was moderately successful in that from 5-10 prospective recruits did respond. Many of the recruits did not have the number of years of work experience and could not qualify for project support, but this newsletter will be reaching more and more journey women as time passes. I would recommend using this source again.

3. Plexus: Bay Area Women's Newspaper
   545 Athol Avenue
   Oakland, CA 94606

   Ad appeared on the front page of the July Newsletter. This ad was the most effective and productive of eligible recruits of any of the ads placed by the project. The newspaper has a wide circulation among women in the Bay Area and women's businesses and organizations. This ad generated fifty to seventy-five inquiries. I would definitely recommend using this publication again.

4. Monterey County Commission on the Status of Women
   P. O. Box 180
   Salinas, CA 93901

   Ad appeared in their July 1979 Newsletter. It is difficult to estimate the response from this ad since the callers were not always identified in regard to where they heard about the project, but perhaps five prospective recruits were reached. I would not necessarily recommend using this source, but since the Commission picked up the information from a letter sent them, there was no reason not to circulate the information.

5. California Women
   Commission on the Status of Women
   926 J Street, Room 1003
   Sacramento, CA 95814

Ad appeared in the August 1979 bulletin. Again, the Commission picked up the information from a letter sent to them. Though one or two recruits may have been generated from this ad, I would recommend that other sources have priority.

6. Women in Apprenticeship Newsletter
   25 Taylor Street, Room 617
   San Francisco, CA 94102

Ad appeared in the August-September Newsletter. Probably resulted in from fifteen to twenty inquiries. I would definitely recommend using this source again, as well as talking to the staff counselors who might know of women placed in the trades some years ago.

7. San Jose City College Newsletter
   San Jose City College
   2100 Moorpark Avenue
   San Jose, CA 95128

Ad appeared in the September 5, 1979 newsletter. Ad generated from five to ten inquiries. Even though the ad was not really that effective, it is important that the community within which the project is located be informed. Some trade and technical instructors did refer women who had graduated from their classes. Also, when the instructors were contacted personally, they were more receptive because they had heard of the project previously.

8. Evergreen Valley Campus Newsletter
   Evergreen Valley College
   3059 Yerba Buena Road
   San Jose, CA 95135

Ad appeared in the November 1979 newsletter. See above #7 for analysis.

9. Women's Educational Equity Network Newsletter
   1855 Folsom Street
   San Francisco, CA 94103

Announcement appeared in their Summer 1979 Bulletin. This ad generated many calls and letters from out of state administrators and other interested vocational educators. This ad would be very important in disseminating information to parties interested in replicating the project, but I would not recommend this source for a recruitment ad.

10. Women's Work Information Newsletter
    c/o YWCA
    303 Walnut Avenue
    Santa Cruz, CA 95060

Ad appeared in their October 1979 Newsletter. Again, only a few prospective recruits were generated, but the general publicity was important and the counselors and coordinators at the center were useful. I would recommend using this source again.

Additional Recommended Sources in Which To Place Ads:

1. Apprenticeship News
   c/o Diane Reynolds
   Division of Apprenticeship Standards
   455 Golden Gate Avenue
   San Francisco, CA 94102

This publication circulates among the apprenticeship community and any ad would most likely have to be followed-up by a phone call, but publication of the ad would create a more favorable and interested response on the part of the apprenticeship committees.

2. Construction Labor News and other union newsletters and newspapers. (A list of union publications is available from the Central Labor Council of your local community.)

I would recommend this source because many tradeswomen are active in their unions and do read their union publications. This method of advertising would aid in locating women who did not necessarily go through the apprenticeship program in the same area in which they are now working, or who received their training in some other fashion, but are now working journey level in the trades through their unions.